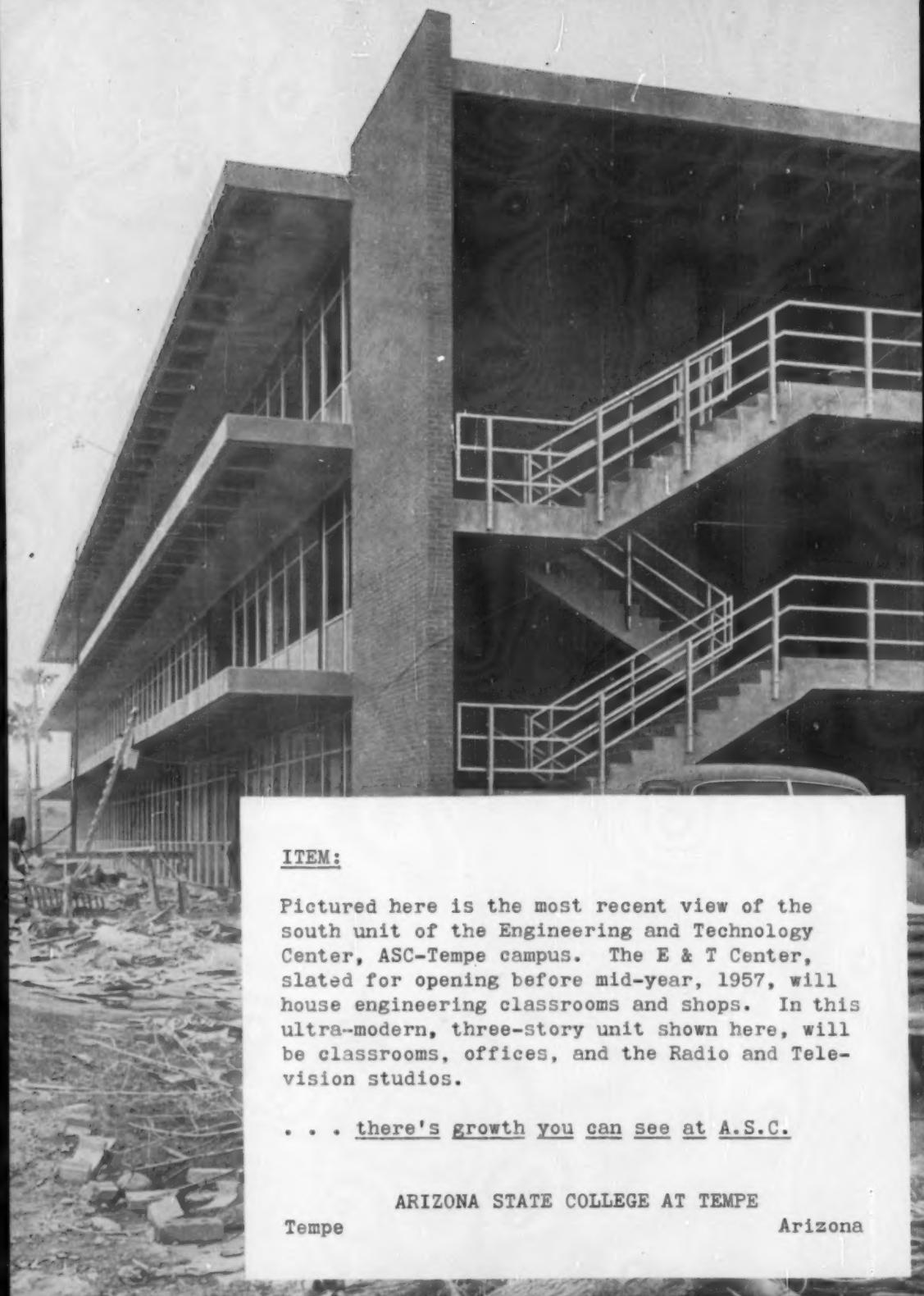


# Arizona TEACHER

March, 1957

Arizona State School  
for the  
Deaf and the Blind  
Page 12





ITEM:

Pictured here is the most recent view of the south unit of the Engineering and Technology Center, ASC-Tempe campus. The E & T Center, slated for opening before mid-year, 1957, will house engineering classrooms and shops. In this ultra-modern, three-story unit shown here, will be classrooms, offices, and the Radio and Television studios.

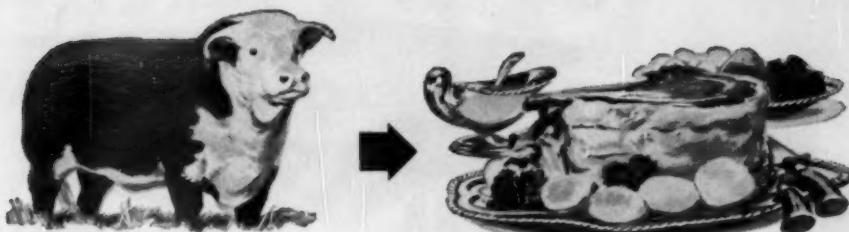
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# TEACHERS

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**VOLUME 45, No. 3**

**SPRING, 1957**

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*March, 1957*



**OFFICIAL PUBLICATION OF  
THE ARIZONA EDUCATION ASSOCIATION**

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# Among Our Neighbors

By JOSEPH N. SMELSER

Member of the AEA Editorial Board

Modern forays of materialism against the past have been so uncompromising that one hesitates to honor publicly the philosophies of education prior to John Dewey. Some professionals in colleges of education picture teachers who accept some plan, purpose, or method advocated before World War I as characters with mossy cerebra. Sometimes we seem to be determined to cast off the wonderful things of the past except when the naked skins of scoundrels need to be clothed with pelts of sacred cows.

## "The Philosophy of Teaching"

I have been reading Arnold Tompkins' "The Philosophy of Teaching", copyrighted sixty-six years ago. Benjamin Harrison was president then, and the Populists were seeing silver visions of a Utopia.

Neighbor Tompkins speaks: "Each lesson in the common schools should be made a means of liberal culture."

"All good teaching is essentially ethical."

"Every object studied has an emotional value; an object has not been grasped in all its relations till the emotions have appropriated it."

"Capacity for intellectual delight is moral capacity."

Tompkins has something to say even though his philosophy is saturated with the abstractions of Hegel and the sentiments of Froebel.

## Great Truths

Montaigne expressed some great truths about education which we would do well to practice today. He writes:

"Let our pupil be furnished with the things—words will come only too fast;

March, 1957

if they do not come readily, he will reach after them." (16th century)

St. Ignatius said:

"If a teacher brings forward material from books which are easily available, he should explain rather than dictate; rather, he shall refer the students to those books which treat the matter in (16th century) hand accurately and in detail."

Again Montaigne:

"Those who undertake in the same lessons and in the same manner of instruction to direct many pupils of different intellects and dispositions, seldom meet with more than two or three who reap any good by their discipline or who come to any perfection."

## Curiosity in Children

Later—seventeenth century—John Locke wrote:

"Curiosity in children—is but an appetite after knowledge, and therefore ought to be encouraged in them, not only as a good sign, but as the great instrument nature has provided, to remove that ignorance they were born with; without this busy inquisitiveness, they become dull and useless creatures."

Today, we know and accept this; but often because of causes beyond our control, we teachers chill the curiosity of the child. Luella Cole in her "Psychology of Adolescence" (1949) gives some characteristics of "problem" teachers:

"Teachers as a group suffer from an inability to relax, from overstrain, a sense of futility, fatigue, sex starvation, boredom and routine, too much verbalization, too much administrative and supervisory

(Turn to Page 52)

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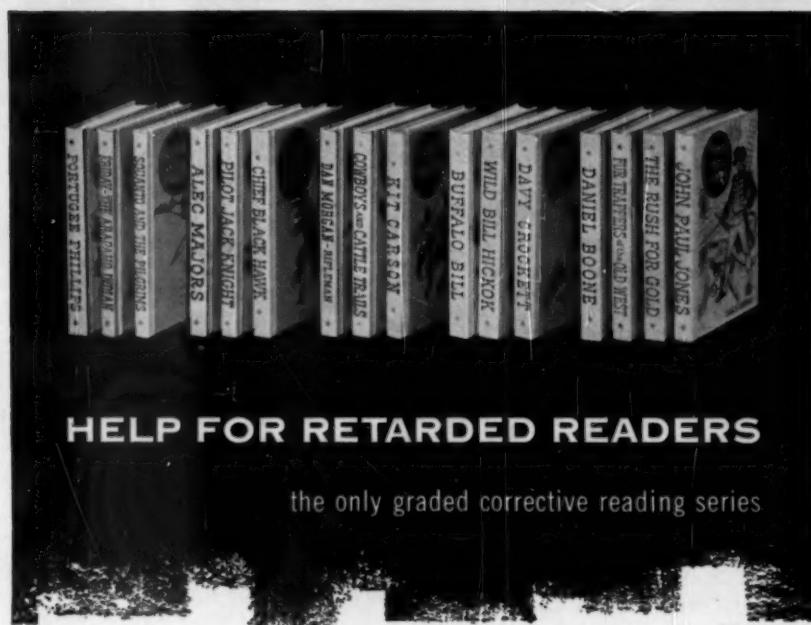
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*AEA President,  
James M.  
Stephenson*

## The President Appraises the Year's Work and Finds

# We Still Stand Tall

The first article I wrote for this column, almost a year ago, was written with reference to the resolutions passed at the 1956 Delegate Assembly. If we were to refer back to those resolutions now, what would we find? What progress have we made? Where have we fallen short? Do we still STAND TALL?

### **Committee Reports**

This entire issue of the *Arizona Teacher* has been geared to a review of the work of your association during the past year. Take a good look. Study the reports of the committees which have been working for you. Many, many hours of travel and travail are behind each of these reports. I wish it were possible for me to thank each of the members personally.

It is difficult to single out specific accomplishments of the year, but some do stand out in my mind. First would be the very wonderful convention of last November. It was so well organized and properly geared that presiding was a pleasure. From reports of you who attended in record-breaking numbers, it must have been a success.

At the time of this writing, it is impossible to predict with any accuracy the success of the work of the Salary Committee. The first reports from scattered school districts make it appear that the guides, fliers, research findings, and publicity

are paying off in substantial increases in salaries over the state.

Be certain to read carefully the report of the TEPS Commission. They have spent hours and hours in studying the problems of certification, recruitment, evaluation, and teacher-preparation, along with advising the FTA clubs and chapters. Because of their work, and that of similar commissions in other states and in the NEA, our profession is able to lift itself by its own bootstraps. There is much yet to be done, but we are beginning to stand tall.

Are we ready to launch out into new fields of endeavor? Some of our committees think so and are recommending that we establish a placement service and a state-wide credit union. This will be determined by those of you who are delegates to our annual meeting. Give these ideas serious consideration and come prepared to vote intelligently.

### **Work With Other Groups**

Did you know that we have had a group working with representatives from the School Board Association, the Arizona Congress of Parents and Teachers, the Department of Classroom Teachers, the Administrators Association, the College Placement Bureaus, and the State Department of Public Instruction on Personnel

*(Turn to Page 52)*

*The Arizona State School  
for the Deaf and the Blind has  
the same objectives as every  
Public School — only*

## The Methods Are Different

*By E. W. Tillinghast*

Deaf children and blind children are like all other children except for their physical handicap, which may alter their methods of learning, but does not alter the prime fact that they are children—first. We must find the avenues and the methods which will provide them with the education, the social and character development normally provided all other children, so that they may become constructive citizens of their community. At the Arizona State School for the Deaf and the Blind, the objectives are the objectives of every public school; only the methods are different.

### **The Road is Longer**

For the deaf child, the road to an education is longer and far more difficult. The reason for this is the lack of language and vocabulary. When hearing children enter the first grade, they already have a sizeable vocabulary and a rather full command of language. For them, learning to read is largely a matter of substituting the printed words for the spoken words. But the deaf child must be painstakingly taught each word he knows, each grammatical rule, each verb declension. In other words, he must be taught the Eng-

---

**E. W. Tillinghast** is superintendent of the Arizona State School for the Deaf and the Blind. He has been with the school for many years and writes from personal experience.



**Learning to hear opens new worlds.**

lish language with no language background, foreign or otherwise. In addition he must learn it visually — remember, he is deaf.

The deaf child must learn to speak and to read other's lips. This is most difficult — a slow, painstaking process. Along with this he must also learn to read and to write. After he has the tools for learning — a growing vocabulary and a comprehension of language in oral, written and printed form — he must acquire the other subjects — geography, history, science, arithmetic, algebra, etc. Yes, it is a large order.

The Arizona School for the Deaf and the Blind provides two "preparatory years" for the acquisition of beginning vocabulary and language in both oral and printed form. Following this preparation there are twelve years including high school, a total of fourteen years — but so much to accomplish in that time! Classes for the deaf are small, usually eight or nine children. The teachers have had special training in the teaching of speech, lip-reading and language development. Rooms are furnished with amplifying equipment to develop and utilize any residual hearing. Children may be born deaf or they may become deaf after they have acquired a knowledge of speech and lan-

guage. Those in the latter category have an important educational advantage. Many deaf children have some degree of hearing, although not enough to understand fluent spoken language. Vowel sounds are difficult to read on the lips, consonants less difficult. On the other hand vowel sounds are more easily distinguished through hearing. Hence, by using amplification with vision, lip reading is often easier. Speech is usually improved by utilizing residual hearing. Those students who can be benefited by them have wearable hearing aids.

#### **Limited Value of Hearing Aids**

*Deaf children* are defined as those in whom the sense of hearing is non-functional for the ordinary purposes of life. *Hard of hearing children* are those who can understand connected spoken language either with or without amplification. In the latter group are those who often can continue satisfactory work in the public schools with the use of a hearing aid. However, the more serious cases usually need special instruction in speech, lip reading and language work. Frequently they need special help in social development, since they are often "left out of the group" in public schools. Hearing aids are of value to hard of hearing children who have normal language background, but have a much more restricted value for children with a very limited language background. The hearing aid merely amplifies — it does not interpret.

After the deaf child has acquired a beginning knowledge of language and reading, the general public school course of study is followed with modification. State textbooks are used. The teaching of speech and lip reading continues throughout the elementary grades and is utilized in high school. Children vary considerably in their ability to acquire good speech. Emphasis on language and reading are continued throughout the school course, for they are

the deaf child's greatest educational problems.

In addition to academic classes, vocational classes are provided for junior high and high school students. Courses such as home economics, art, ceramics, photography, woodworking and graphic arts are offered. Upon completion of high school, a deaf student may go to college if he has the ability and so desires. Four out of last year's graduating class of thirteen deaf students entered college this fall. Those who do not go on to college have little difficulty in finding suitable employment in various trades. A number of graduates from the Arizona State School for The Deaf and the Blind are working at Hughes Aircraft, Air Research and other industrial plants. Through education and social development, they have become good citizens of our state.

#### **Visually Handicapped**

A separate department for the visually handicapped is maintained at the school. Since the visually handicapped child can acquire language and normal communication through his hearing, he does not have the serious educational problem the deaf child has. However, he has other educational and social problems. Like deafness, the degree of vision loss varies widely from total loss to ability to read large size type. For the child with little vision, the problem of reading and writing is a serious one. Braille reading and writing is begun in the first grade and is used through school. Braille is not easy to learn, particularly by touch. Sense training is used to develop the sense of touch, then Braille symbols are learned step by step. Speed and accuracy are gradually acquired. However, even a good Braille reader cannot read nearly as fast as others because Braille is more difficult and he must cover more physical area. Therefore, each assignment requires more time.

Braille writing is done on a Braille

*Turn to Page (46)*

# Achievement of Goals

*By C. A. Carson*

Congratulations to all local presidents, membership chairmen, and to the teachers of the State of Arizona on their tremendous response to the membership enrolment of the Arizona Education Association and the National Education Association. In 1951, when the Centennial Action Program was adopted the goals seemed rather ambitious but as we enter the last year of that Program here is a brief report.

**Goal 1.** We have increased our local associations greatly where the grass roots organization really exerts influence.

**Goal 2.** We have moved along the mileposts in strengthening our State Association. Membership has not only increased but the influence of our group has been recognized throughout the State.

### **Life Membership**

**Goal 3.** We have cooperated in contributing to a larger and more effective National Education Association. Arizona's contributions to the membership of the National body is recognized in our ever increasing membership and we have been in the leadership group in this area for some time. We have exceeded our goal for life members and contributions to the new headquarters building. We can be justly proud of our new building as it represents materially the professional pride of the teachers but we can be more enthusiastic about the growth in the influence of the NEA and the recognition of educational leadership that comes to it by all citizens.

**Goal 4.** Arizona can be very proud of our leadership in the unification of our professional organizations. We were among the first states to adopt the unified dues plan — which agrees with our

philosophy that the profession should be a united one, local, state and national.

### **Forward Look**

As we look forward to the years ahead, we must recognize that the program of our organizations must be expanded, that this will take not only additional members, but undoubtedly also additional funds, all of which will be a challenge to all of us. It is my sincere hope that every local organization and every individual will take time to evaluate the proposed expanded program of the National Education Association, which will call for a possible increase in dues to \$10.00. This is particularly necessary in Arizona because, being a unified dues state, any loss in NEA membership would be a corresponding loss in our state membership, which would affect our state program to a very great extent. Possibly no other professional organizations are moving ahead faster than the AEA and the NEA, not only in membership enrolments but in their influence in support of public schools.

### **New Goals**

At the next board meeting and at the Philadelphia Convention, time will be given for discussion of new goals, now that the goals for the Centennial Action Program have expired. This certainly does not mean that we have reached the goals established, but that we should take stock of what has been accomplished since 1951 and to project our goals into the future once again.

It is indeed a most gratifying feeling to be NEA Director representing such a wonderful group of teachers.

# Adult Education

Raymond E. Wochner, Chairman

Louis Bazzetta

H. F. Hancox

Robert J. Hannelly

Ruth Reisdorfer

Eva Scully

Augustus Shaw

Rod Weller

The Adult Education Committee of the AEA has given major attention to the recommendation of adult education legislation. The Committee prepared a bill which would amend and implement the existing statutes, Section 15-1041 and Section 15-1042, Arizona Revised Statutes. The bill makes more specific (a) the nature of the work to be included in citizenship education, (b) the opportunities and limitations of local school boards, and (c) the amount of financial aid provided by legislative appropriation.

The specific provisions of the recommended bill include the following:

1. The State Board of Education would formulate a uniform course of instruction for immigrant and elementary adult education which includes the teaching of American history, language arts, and arithmetic designed to aid persons in citizenship training.
2. Such instruction must be desired by at least 15 persons over 16 years of age who do not read, write, or speak the English language, and who have not completed an elementary education.
3. Such a program would be optional with the local district, not mandatory.
4. The administration of the program would be the responsibility of the local board of trustees.
5. The classes could be held as a part of the regular school program or at such

time and place as determined by the local school boards.

6. The Legislature would appropriate 15¢ per clock hour of attendance for each person enroled.
7. The additional funds needed would be provided by the local districts.
8. The appropriation would be made to the State Superintendent of Public Instruction and would be based upon current attendance in such program as certified by boards of trustees at the beginning of each school year.

## Study Made

In an effort to provide guidance to legislators, the committee also made a study of adult education costs and practices in other states and prepared a brief summary of pertinent data. These data included the number of states providing such adult education classes, costs per adult student, and patterns of state-aid plans in those states.

## Editor's Note

*This is the first of the 1956-1957 AEA Committee Reports. The others will follow in alphabetical order. We regret that some few reports did not arrive in time for inclusion in this issue.*

# Affiliation of Allied Groups

The committee of Affiliation of Allied Groups was organized to determine how the inter-allied groups in the Arizona Education Association can be better served. Fourteen, out of the 33 groups contacted, replied and commented on their reactions to a questionnaire-letter sent to them on October 26, 1956 by the chairman. A summary of comments follows:

Favorable comments:	No. of Responses
1. Hoped for future cooperation and financial support.....	10
2. Indicated that arrangements set up in organization meeting worked out very well.....	9
3. Appreciated help, both financial and organizational, given by Arizona Education Association in setting up inter-allied interest area groups.....	8
4. Appreciated space given in <i>AEA Newsletter</i> to group organizations .....	3
Unfavorable Comments:	No. of Responses
1. Indicated insufficient use of paid speakers .....	4
2. Indicated insufficient time is allowed for affiliated groups' business sessions .....	3
3. Preferred to remain independent, but appreciated financial help .....	

William F. Hendrix, Chairman  
Jack Fishleider  
Ammon Loudermilk  
John Tanno  
Ray Shortridge  
Ralph Hess  
Raymond Curry  
R. Frances Smith

The committee submits the following recommendations:

1. That the policy of the Arizona Education supporting the allied groups continue for another year and that further study be made of ways and means to make it more effective.
2. That the convention committee study the possibility of arranging a "Kick-Off" meeting for Saturday morning with a panel composed of the speakers for the interest areas.
3. That representatives from allied groups meet to discuss selection of speakers and tentative convention plans.
4. That since the members of the Arizona Association of Audio-Visual Education are all service personnel with varied backgrounds in classroom teaching and supervision of instructional materials, the allied groups use them as



Audio Visual Members have  
helps for all groups.

resource persons and use their equipment and materials.

5. That continued effort should be made to improve communications between the allied associations and coordinate them with the Arizona Education Association.

# Centennial Celebration —

## A Progress Report

Many new committees have been created by the AEA in recent years and most of them will be of an enduring nature. One, the Centennial Celebration Committee, will not be with any of *us* again but will return with some future generation. When this committee is next created how different will be the time! Perhaps a second anniversary will see that generation commuting daily between New York and San Francisco and people taking vacations in outer space. The Centennial Committees of the NEA and the AEA are firsts any way you look at them — there were no "holdover" members from the past. Everything your committee did had to be a first but we hope that we made some suggestions that were helpful to the local associations.

There are one or two things we wish to call to your attention. We want every school district in the state to have some type of program on or near the 4th of April to celebrate the anniversary of the founding of the National Education Association. Where the school system is large enough—how about having a pot luck dinner? Perhaps, if you have a good salary schedule you can have someone cater your meal. In communities where there are service clubs, try to have some one appear before them and give a talk on some phase of education or the work of the NEA. Get free time on your radio or TV stations and put on a program. We should be proud to teach and to let the rest of the community

Jim Elliott, Chairman

Florence Odle	Vancil Stanford
Maria Urquides	Helen Jeffcott
C. A. Carson	Reah Belle Ritchie
Grace Reilly	Velda Dale
Clark Shelby	Mable H. Blue
Guido Cislaghi	James Stephenson

know that we are proud to belong to the National Education Association.

Your Centennial Committee has been provided with suggestions from your NEA Centennial Commission and from these ideas we believe each school will find something it can do in the community to call attention to some of the great things the NEA has done and is doing. The 4th of April will be upon us before we realize it. Make plans now for some kind of commemoration of *NEA's 100 years of service*. The Centennial Year will close with American Education Week in November. There is still ample time for many celebrations.

### Headquarters Room

In planning for Arizona's Headquarters Room at the NEA Convention in Philadelphia your committee decided to use a diorama scheme for displaying the development of education in Arizona since 1857. The Tucson Public Schools will be responsible for the composition and construction of the diorama. We appreciate Tucson's generosity in this matter. We also expect to have the *Arizona Highways Magazines* to give away at the Convention.

It has been suggested that the Arizona Delegates to the NEA Convention "go western" if they feel it is possible. The ladies could wear squaw dresses and the men western hats, shirts, and, ties for at least one day.

# Defense Commission

Pauline Robertson, Chairman  
Tom Tammen, Elbert Brooks,  
Winona Montgomery, Lafe Nelson  
Eugene Marin, William Taft  
Marion Donaldson, Charles Connally

The work of the Arizona Commission for the Defense of Democracy through Education during the past year has been mainly the consideration of cases involving severance pay, and the initiation of a cooperative formulation of ethical and practical personnel policies for all who are concerned with the operation of the public schools of the state. The progress made in carrying out the latter, a mandate of last year's Delegate Assembly, is the subject of separate report of the Personnel Policies Committee.

Also, acting upon the recommendation of the Commission, the AEA staff prepared two pamphlets, which were printed for distribution to all members of the Association and to others who ask for information on the subjects covered. One pamphlet deals with the work of the Defense Commission itself, setting forth its purposes, policies, services, and methods of procedure, and outlining the steps to be followed by applicants who desire help from the Commission. The other pamphlet is an interpretation of the Continuing Contract Law, written in lay language and incorporating court rulings and opinions, to bring all information on the law up-to-date in one reference source.

## **Analysis of Problems:**

In connection with severance and with severance pay many ethical and legal issues arise. At the request of and in co-operation with the Defense Commission the AEA legal counselor has given advice

to many teachers and administrators who have appealed to the Commission, concerning their rights and their duties and responsibilities.

*Very few state education associations provide as much legal assistance for their members as does the AEA.* Many provide none. This assistance does not include taking a case to court unless the legal question involved is likely to establish a precedent affecting many AEA members, or for other reasons it is considered very important, and not until all other means of effecting a satisfactory settlement have been exhausted.

The questions that arise in connection with severance pay include the ethical and legal right to resign, and the length of the school term and of the fraction of that term which the teacher completed. The law is non-committal or vague about many of these points.

## **Resignations**

The Continuing Contract Law states that a "teacher shall not resign during a school term or a period of thirty days immediately preceding the commencement of a school term, unless the resignation is first approved by the school board", and it mentions possible consequences of such "an unprofessional act". It further states that a suspended teacher "shall be paid his full salary for the remainder of the school term".

Beyond the law, a teacher has the ethical responsibility of adhering faithfully

*Arizona Teacher*

to the terms of his contract. Resignations during the school term are not to be encouraged.

But other issues arise. Does a school term (as far as teachers' pay is concerned) begin with the first day in the fall on which the teacher faces a class, or on the first day on which he reports for any school duty?

Does the school term end with the last day in the spring on which the teacher has school duties, or does it end when the contract says it ends, even though this may be a month or more after the teacher has performed any school duties?

Is a teacher on a per diem basis, like a day laborer, or is he engaged in professional employment, which is not broken down into workdays and non-workdays, and therefore entitled to a professional salary?

An Opinion of the Attorney General, dated March 19, 1956, says that the word "month" in teachers' contracts, Form D-5, should be interpreted to mean a calendar month.

#### Recent Legislation

Recent legislation in a neighboring state provides that to determine the value (in terms of a teacher's pay) of a single day, the annual salary shall be divided by the total number of days in the school term, beginning with the first day on which the teacher reports for duty in the

fall and ending with the last day in the spring on which he has duties, Saturdays, Sundays, and all other school holidays included, as well as days on which he performs duties other than actual teaching. On this basis the teacher who serves less than a full school term shall receive as salary an amount that bears the same ratio to the established annual salary for the position as the time he has served bears to the annual school term.

#### Recommendations:

1. The experience of the Defense Commission indicates the desirability of clarification of the terms on which severance pay is based, either by court interpretation or by legislative action.
2. Holding that a contract is a solemn covenant between the parties signing it, the Commission urges that individual teachers, or teacher groups, study such documents to be sure they understand and are willing to abide by the terms outlined.
3. When circumstances permit, teachers who contemplate entering upon a new contract are strongly advised to become acquainted with the community and its housing situation, as well as with the school and its philosophy, to determine their ability to conscientiously render the best service to the children, the profession and themselves.

## Editorial Board

The Editorial Board had two meetings, one in August and one in November. At each session, work of the committee was handicapped by the absence of members

John C. Raymond, Chairman

Robert M. Cooley    Harold J. Luck  
Harry Goldstein    Nina C. Willson  
Joseph Smelser

unable to attend because of conflicting engagements.

Primarily the work of the committee consisted in considering material made

available to the Arizona Teacher, in making suggestions concerning editorial policies, and in making recommendations for changes in the typography and makeup of the magazine.

The board is appreciative of the con-

sideration given its suggestions and recommendations, and wishes to commend the Editor, Miss Lois V. Rogers, and the Assistant Editor, Mrs. Nell Wilcoxen, for their work which has resulted in the steady improvement of the magazine.

## Federal Legislation

The AEA Federal Legislation Committee endorses the following five point program sponsored by the National Education Association.

1. Federal assistance for school construction
2. Federal assistance for improved teachers' salaries
3. A system of federal scholarships for talented young people who wish to enter teaching.
4. The establishment of a policy of federal income tax deductions for both active and retired teachers, which is comparable to that afforded other professions.
5. Federal assistance for the development of programs of education for exceptional children.

### **J. B. Sutton, Chairman**

**Louis Haws**      **Lon Adams**

Robert Groves Kenneth Dale

Anne Marie Rehtus Marjorie Parcell

The committee went on record as favoring a more equitable distribution of the federal funds for the school lunch program and the exploration of the possibility of establishing regional vocational centers under a federal program.

The committee re-emphasized the AEA position of federal aid without federal control. It also favored provisions for federal purchase of school bonds in districts where such bonds are not readily marketable at reasonable rates of interest, federal funds for state studies to serve as a basis for future federal programs, and the distribution of funds on the basis of a formula that combines flat grants based on school-age population with equalizing grants based on generally accepted indexes of state financial ability.

## Field Work by Presidents

**(Special Committee)**

A special committee was appointed by President Stephenson to study the possibilities of paying the president of the Arizona Education Association and/or the president of the Department of Classroom Teachers in order that they might become field workers.

### William F. Hendrix, Chairman

John Koerner

Mary O'Brien

Marion Donaldson

Francis Feeney

Advantages and disadvantages of hiring the president of the Arizona Education Association and/or the president of the Department of Classroom Teachers, full time were listed as follows.

### **Advantages to be realized by the members include:**

1. Presidents would speak with greater authority and carry more weight with the prestige of the office.
2. Local associations would appreciate the visit of their elected president.
3. The new duties and responsibilities would cause careful selection of presidents.
4. This policy might cause more interest in the office of president and, henceforth, more contest for the office.
5. This policy would give the president of the Association more time to carry out the responsibilities of his office.
6. It was felt that another full-time worker is needed in the AEA office.

Disadvantages of such a plan:

1. This policy might rule out the election of many administrators or specialized teachers because they could not be free, full time, to perform their duties.
2. The Arizona Education Association would have difficulty in meeting the salaries of some of the higher paid administrators or higher paid teachers.
3. This policy might rule out the election of rural teachers where substitutes would be unavailable.

4. Once it became an established policy, it would be difficult to discontinue.
5. It was felt that the job might require continuation in office to command the details of legislation, insurance, salary negotiations, membership, etc.
6. A full time responsibility is needed but all presidents could not be available full time.

#### **Recommendations**

Final recommendations were as follows: that a young man be hired full time for field responsibility; that the Association president and/or the president of the Department of Classroom Teachers be on full time duty for temporary periods of time and that a plan of reimbursement be worked out with the school boards wherever possible; that, if necessary, AEA By-Laws be changed to allow for the hiring of, and reimbursing a school district for the use of the AEA president and/or the president of the Department of Classroom Teachers, or, that such authorization come from the Delegate Assembly in the form of a resolution empowering the Executive Committee to take such action.

## **Investments**

Beginning June 8, 1956, the Committee met in a series of 4 meetings to discuss the investment policies of the AEA.

Two major courses of action developed in the discussion.

1. To invest in private business via the purchasing of stocks and/or bonds.
2. To establish a state wide AEA credit union by which the services of the AEA could be further extended to the membership.

Ben Slack, Chairman

C. J. Bender  
Joseph P. Kushibab  
Nicholas Petica

Two plans for investing in private business were considered. One plan was presented by a representative of the Hamilton Fund Investment Plan; a representative of the Valley National Bank Profit Sharing Trust presented another. Both plans, similar to a large number of other syndicated investment plans, offered responsible management, security of investment and a reasonable return on the money invested.

The committee was also interested in a detailed study of the ramifications of establishing a statewide AEA credit union. It was thought that the funds on hand could be put to use to perform a valuable service for the membership. At the same time they would be reasonably secure and earn additional money. Two things were done:

1. The legal technicalities of organizing such a credit union were investigated by Attorneys Robert & Price.
2. A survey of the entire state membership was undertaken to determine how many members had access to a credit union and how many felt one should be established.

A total of 7,000 questionnaires were mailed. Better than a 30% return was received.

#### RETURNS ON MEMBERSHIP POLL

##### *Do You Have Access to a Credit Union?*

	YES	NO	N-V*	TOTAL
TOTAL	1795	436	43	2274
%	78.9	19.2	1.9	100

\*N-V means Not Voting

##### *Should The AEA Establish a Credit Union?*

	YES	NO	N-V*	TOTAL
	1742	360	172	2274
%	76.6	15.8	7.6	100

On the basis of the returns received the committee felt that a large majority of the AEA membership would like to see an AEA credit union established.

In its final meeting on December 28, 1956, the committee further discussed the survey returns and by unanimous action passed the following motion: "In light of the returns of the poll of the membership we move that the establishment of a credit union be recommended for consideration by the Delegate Assembly."

## Legislation — A Progress Report

In accordance with the mandates of the AEA Delegate Assembly, the AEA Legislative Committee prepared a number of bills for introduction in the state legislature. While, much time and effort went into this work on the part of the committee and subcommittees, the legislative committee wishes to express its appreciation for the great help afforded it in the work of other committees dealing with legislative subject matter. Of vital importance, is the assistance of the AEA legal counsel, of consultants and of the AEA office itself with its secretaries, research people, and general staff.

This report will attempt to list briefly

Ruth Adams, Chairman

Don Peterson

H. A. Hendrickson

C. L. Harkins

Paul Guiteau

the intent of the bills submitted to the legislature and to indicate what their present status is in that body. We must recognize that at this time of year the outcome of the program is uncertain.

#### Arizona School Board Association

Certain phases of the AEA legislative program coincide with that of the Arizona School Board Association including state support for kindergartens, ADA on a current basis, travel for educational personnel, certification of professional personnel, and the establishment of a foundation program of school support.

The Arizona Congress of Parents and

*Arizona Teacher*

Teachers is in accordance with the current aid and equalization program for state support of education.

**The Travel Bill** would permit school personnel and boards of trustees to travel at the expense of the district if the district believed it to be in the best educational interest to do so.

**HB- 73** Would provide for full retention of subsurface wealth when state school lands are sold. This is an important bill in that it would preserve resources set aside for the benefit of the permanent school fund.

**HB-204** Would provide for competitive bidding on mineral and oil leases and result in increased revenues for educational purposes.

**HB-205** Would place all royalties on state-lease lands in the permanent school fund.

**SB-115** Is the AEA equalization bill, often referred to as the minimum essentials bill. It would retain the \$127 ADA from the state and require a 50c tax levy on the elementary district, high school district and county for a school to be eligible for equalization. It would discontinue \$30.50 apportionment from the county. The amount necessary to provide \$260 and \$422 per child in elementary and high school respectively (if not realized by the \$127 and the three tax levies mentioned) would come from a state equalization fund. The bill would place ADA on a current basis and includes kindergartens.

**HB- 6** Has passed as **SB-13**. It has increased the junior college appropriation from \$100,000 to \$150,000.

The Library Service Bill has pas-

sed both houses and been signed by the Governor.

**SB-110** places ADA payments on a current basis.

**HB-217** Would turn Phoenix and Gila Junior Colleges over to Board of Regents and authorize study for possible senior colleges in Co-chise and Yuma Counties.

**HB-176** Retirement. Teachers now retired on a \$95.00 pension would receive \$125.00.

**SB- 95** Is sponsored by State Employees. It would affect teachers by increasing funds for prior service secured before 1943.

**HB- 85** Is a bill to provide for certification of professional personnel by the State Board of Education.

**HB- 61** Would make elementary citizenship education for adults permissive in any school district. The cost to state would be 15c per clock hour per student with the remaining cost to be borne by the district. Fifteen persons must enroll in order for a class to be established.

**HB-133** Would establish multiple adoption of textbooks. The major aim of the bill is to place the purchase of text books in the hands of the local district, from ADA funds allotted to them.

A good many explanatory talks on legislation have been made in various parts of the state by members of the committee, the chairman, the AEA secretary, and others. Local associations have shown keen interest in legislation. Two major meetings gave much time to proposed legislation ; one a special meeting for administrators and classroom teacher leaders, the other, the State Classroom Teachers Presidents Conference.

# Personnel Policies

Pauline Robertson, Chairman

Homer Davis, W. Fred Miller

Marion Donaldson, Dr. Guy D. McGrath

Dr. Virgil Gillenwater, Don Peterson

Willard Fetterhoff

Mrs. G. Swiss Theilkas

Dr. O. K. Garretson

Dr. Taylor T. Hicks

In its 1956 report to the Delegate Assembly, the Commission for the Defense of Democracy through Education recommended that the Arizona Education Association sponsor the formulation and publication of practical and ethical personnel policies, in cooperation with other interested groups, to serve as a guide for Arizona Schools. This recommendation was favorably acted upon in a resolution which instructed the Defense Commission to initiate such a project.

Implementing this mandate became the first item of business at an early fall meeting of the Commission. It was decided that representatives of the following agencies or organizations concerned with education be invited to discuss the proposed undertaking with the Commission Chairman:

Arizona Congress of Parents and Teachers

Arizona School Board Association

State Department of Public Instruction

Deans of Colleges of Education: University of Arizona, Tempe and Flagstaff

Arizona Association of School Administrators

AEA Department of Classroom Teachers

Arizona Council for Education

## **Report of Progress:**

At the initial meeting of this group it was unanimously agreed that:

1. The formulation of practical personnel policies, tailored to the requirements of Arizona schools, would meet an existing need for information and guidance on ethical procedures, conformity of practices in the field of human relations and circumvention of friction and misunderstanding.
2. The project is one that is best handled as a joint undertaking if the final product is to be generally accepted and followed.
3. Representatives of the agencies and organizations invited should form a Personnel Policies Committee to carry forward this work as rapidly as possible.
4. Designated representatives, forming a sub-committee, should draft statements for the school board, administrator, classroom teacher and P.T.A. Associations to be later analyzed and revised by the entire committee.
5. Such policies should be specific and definite rather than broad, general statements.
6. Eventual publication, after discussion and approval by the organizations which will be using the policy statements, should take the form of a reference booklet, illustrated with suitable drawings to be distributed to all Arizona school personnel.

Acting upon the instructions of the committee, second and third meetings

*Arizona Teacher*

were held at which preliminary statements of policy from the administrator, classroom teacher and placement officer representatives were submitted, discussed and revised in view of group thinking. It was further decided to include statements relating to non-certified school personnel, since they form an important segment of those interested in the education of our children. These statements, and those of the school board and PTA representatives, will be considered at the next meeting of the committee.

Mr. Tom Tamm, member of the Defense Commission, has graciously consented to serve in an editorial capacity for the Personnel Policy Committee. At the present writing, mid-January, all the statements approved have been edited to conform with committee wishes and prescribed style. In addition, a dummy proof has been worked up with foreword, statement of purpose and definitions.

**Recommended Action:**

It is anticipated that resolutions will

be presented to each of the organizations holding meetings prior to the Delegate Assembly (i.e. Superintendents, School Board and Elementary School Principals) requesting active support for the project and permission for the Executive Committee of each association to approve a preliminary draft of "Practical Personnel Policies for Arizona Schools" without the necessity of action by the group as a whole. It is hoped that the Delegate Assembly of the Arizona Education Association will see fit to take similar action.

**Summary:**

Much work remains to be done if this project is to meet the high standards of other AEA publications and serve the useful purpose conceived for it by the sponsoring groups. Even when the work of the Committee is completed, it is expected that the preliminary draft will be subject to revision and the published work will be continuously revised to meet the changing needs of our growing Arizona schools.

## Public Relations

The following are some of the public relations activities which members and committees of the A.E.A. participated in or sponsored during the year.

1. Together with the Arizona Congress of Parents and Teachers, the County School Superintendents Association, the Arizona AFL-CIO, the Arizona Farm Bureau, the Arizona Association of University Women, etc., the AEA participated in a

John M. Koerner, Chairman

Elbert Brooks  
Warner Dixon  
Edward Palmer  
J. J. Wagoner  
Marion Donaldson  
Warren Sirrine  
William Berry

workshop on school legislation sponsored by the Department of Public Instruction.

2. Sponsored a series of twelve articles on education. The *Arizona Republic* donated the space and Joe Stocker wrote our articles which were reprinted throughout the state.
3. A fine state convention won flattering descriptions by four newspaper

(Please Turn Page)

## Public Relations

(from page 25)

reporters and splendid coverage by radio and TV.

4. The AEA Salary Committee sent out four separate broadsides explaining the AEA-NEA salary schedule recommendations to every member of every Board of Education and/or Board of Trustees in Arizona
5. The AEA helped to bring about reorganization of the Arizona Council for Education as an active group to press for school legislation. The ACE now includes representatives from:

Arizona Association of University Women  
Arizona Congress of Parents and Teachers  
Arizona School Board Association  
Arizona AFL-CIO  
County School Superintendents Association  
Arizona Society of Professional Engineers  
Arizona Mental Health Association  
State Department of Public Instruction  
Arizona Farm Bureau Federation  
National Association of Manufacturers  
Arizona Colleges Association  
American Legion  
Arizona Education Association

6. Published the voting record of legislators on key education bills.
7. Sponsored voter registration effort among the teachers.

8. Upon invitation, Executive Secretary, Lois Rogers participated in the drafting of the Democratic platform plank on education. A coveted invitation from the GOP was not extended—perhaps next time.
9. Letters containing congratulations and explaining the AEA legislative program were sent to all successful candidates for the State Legislature.
10. Special AEA Newsletters were sent to all Arizona legislators.
11. The Arizona Clipping Service reports that more than 12,000 column inches of favorable newspaper space was devoted to activities of Arizona educators during the year.
12. The Executive Committee has authorized the Secretary to subscribe to the *School Bell* (a publication of the National Public Relations Association) to be sent to each legislator with the compliments of the Arizona Education Association.

## Appreciation

Many individuals and several committees labored hours under the capable direction of Jim Stephenson and Lois Rogers to make these efforts successful. Our special thanks go to all these people.

As helpful as we hope these activities have been, we know that good public relations are not created so much by releases from a central office as they are by the thousands of favorable reports taken home each day to more thousands of parents by the students of America's best-trained teachers—the 8,000 members of the Arizona Education Association. Congratulations to you, the real members of the AEA Public Relations Committee!

## Retirement

The AEA Retirement Committee voted to lend its support to proposals to liberalize the Retirement System for teachers and other public employees in the following ways:

1. To increase the value of prior service from one half percent to one percent. As many of the eighteen hundred teachers affected know, for most of them this would increase the prior service from the present eighteen dollars to thirty-six dollars.
2. To vest the employer's contribution in the employee after five years of service and provide a death benefit which would include the employer's contribution. The present law vests the employer's contribution after ten years service and provides no death benefit.
3. To liberalize the policy for investments. This same recommendation was supported last year and, with the limitations suggested, was again supported by the committee.

## Salary

The AEA Salary Committee selected the following items for major emphasis this year:

1. Terminal pay for teachers.
2. Regional salary committee meetings.
3. Better administrative salaries.
4. Extra pay for extra duties.

**Ralph Dixon, Chairman**  
**James Elliott**  
**Robert Kellis**  
**Wayne Gibson, Consultant**

4. To cooperate with the Retired Teachers of Arizona in their attempt to increase the old pension from \$95.00 to \$125.00.

In addition, the committee was unanimous in requesting Mr. Wayne Gibson, Executive Secretary of the State Retirement System, to look into the feasibility of establishing disability provisions which would be more in line with those current in the Social Security Act and also to permit retirement at age 60. At the present time, under Social Security, it is possible for women to retire at age 62.

### Legislation Drgwn

At this time—mid February of 1957, the committee can report that legislation covering the majority of the above items has been drawn and sponsored and is in the hands of the Arizona Legislature.

In conclusion, the committee wishes to state its pleasure for the approval of the Executive and Legislative Committee of the AEA of these proposed liberalizations.

### **Dorothy Brooksby, Chairman**

Alex Myers	David Sieswerda
William W. Mitchell	J. Anthony Serio
Harry Warren	Henry Howe
Helen Yost	Richard Hughes
Abia Judd	William Hammontree

5. Emphasis on strengthening the upper levels of the single salary schedule adopted by the AEA last year which was:

\$4200 to \$8500 for Bachelors Degree: (11 annual increments of \$350)

*(Turn to Page 30)*

The many committee reports carried in this issue of the *Arizona Teacher* provide ample evidence of the activities of the Arizona Education Association. It has been a year filled with work, both within and without the profession.

In addition to the committee reports, the Secretary wishes to provide some information about those areas which are the direct responsibility of the Headquarters office, information which is not found in other reports.

The *Arizona Teacher* is the publication which contains this report. It is issued quarterly and is designed to carry professional information to each member of the Arizona Education Association. In it we find teaching helps, professional news and items of current interest.

The *AEA Newsletter* is a monthly publication designed to serve as a conveyor of current items of the AEA program. Research studies are sometimes reported in it along with the status of professional

## Highlights of the A Report to the Membership

**Membership:** Membership stands at its highest peak in the history of the Association; 8000 members are now enroled. This represents approximately 90% of the teachers of the State and an increase of almost 1000 over last year.

**Budget:** The AEA budget reflects the activity which is carried on. It was necessary for your Executive Committee to increase the budget in certain categories by approximately 40% over the 1955-56 year because of the increased mileage allowance voted at the last Delegate Assembly. Revenues have increased because the number of members paying dues has increased. Expenditures have increased because there have been more members to serve and because the services have been greatly expanded. A statement of the budget was carried in the December issue of the *Arizona Teacher* and a complete statement will be distributed at the time of the Delegate Assembly.

**Publications:** Two publications are issued regularly from the Headquarters.

activities. In addition to these regular publications, the AEA has put out several others including three brochures aimed at teacher recruitment, a compilation of salary schedules, statistical summaries, studies on "extra pay for extra duties", teacher lounges, and helps for salary committees.

**Research:** This has been a year for continuous research activity. Mr. George Rathjen has spent full time compiling information requested by members and local associations. His work has included the compilations of the statistics carried in the above mentioned publications. Perhaps the most outstanding and comprehensive work of this department during 1956-57 has been the statistical summary for all school districts within the State. This comparative study covers a period of several years and will serve as the basis of a supplement which will be issued annually. For the first time a complete listing of all administrator and teacher salaries has been issued from the AEA headquarters.

*Arizona Teacher*

**Field Services:** Mrs. Nell Wilcoxon has been in charge of AEA field services. It has been a year in which outstanding members and friends of the teaching profession have been scheduled for appearances throughout the state. Meetings have been held with teachers, administrators, lay groups and other organizations interested in the problems of education.

**Insurance:** At the present time the AEA insurance program is serving almost 4000 AEA members. It includes income pro-

tection, hospital and sickness coverage, two forms of life insurance, on-the-job liability insurance and automobile insurance. Last year alone some \$106,010.33 in benefits were paid to AEA members. The hospital portion of the plan was liberalized for all participants who so desired.

problems. At the 1956 convention more than 5,000 teachers registered. This was the greatest number ever to attend such a meeting in Arizona and the convention was outstanding in every respect. The evening session with Carlos P. Romulo as featured speaker was open to the public and was made possible because the Phoenix Retail Merchants Association paid for the cost of the Coliseum.

In early December, the *Annual Legislative Meeting* is held. At this time the

## AEA's 1956-1957 Program

By Lois V. Rogers, AEA Executive Secretary

tection, hospital and sickness coverage, two forms of life insurance, on-the-job liability insurance and automobile insurance. Last year alone some \$106,010.33 in benefits were paid to AEA members. The hospital portion of the plan was liberalized for all participants who so desired.

**Local Associations:** The growth of local associations, both in number and in program, has been phenomenal. In 1943 there were approximately 16 local education associations; today there are 102 such groups organized and active. These include local education associations, classroom teacher, and administrative associations. At least 75% of the total AEA membership is enrolled in these groups which form the cornerstone of professional activity. The state and national associations reflect their vigor.

**Meetings:** Five meetings have become an integral part of the AEA program. In November, the *AEA Convention* provides an opportunity for every member to meet with others of the profession to share inspiration and to work on professional

legislative committee presents to school administrators and local presidents the tentative drafts of legislation. These drafts are explained, criticized and revised.

In January, the *Annual Presidents Conference* brings together presidents and committee chairman of all local associations which wish to participate. Current problems are discussed and participants help frame AEA activity.

In April, a representative of every 20 AEA members, or major fraction thereof, meet at the *Annual Meeting*. If all members are represented this year we should have approximately 400 delegates in attendance. This largest Delegate Assembly is another reflection of the most active year in the life of the Association.

In August, the *Annual AEA Leaders Conference* will be held in a three day session at Arizona State College in Flagstaff. All presidents are urged to be in attendance and the three days will be spent in formulating plans for the work of the year. In 1956 almost 100 local leaders

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### SALARY (from page 27)

\$4550 to \$9450 for Masters Degree:  
(14 annual increments of \$350)  
4900 to \$9800 for Masters plus 30  
hrs. (14 annual increments of \$350).  
6. Sending out flyers to school boards  
and salary committee chairmen in-  
forming them of salary increases and  
plans in all localities where there is  
progress to report.

7. A check list for tax deductions to  
help teachers in making out their  
income tax report.

At the time of writing this report:

1. A satisfactory formula has been  
made available for use in setting ter-  
minal pay for teachers, i. e.,  
*Number of days since school began*  
*Number of calendar days in contract*  
*X contract salary = terminal pay.*
2. A bulletin of twenty pages has been  
compiled for use in regional salary  
meetings and the committee members  
offer of help to any salary commit-  
tee requesting it has been accepted  
by a number of locals.
3. A satisfactory formula has been de-  
veloped to be used as a general yard-  
stick for improving administrative  
salaries and has been sent each sal-  
ary committee.
4. Additional material on extra pay for  
extra duties as they were outlined in  
table 3 of our salary schedule bulle-  
tin has been gathered and the re-

search department of the AEA has  
done an excellent job of putting it  
into a form that can be easily refer-  
red to.

5. The salary committee has repeatedly  
emphasized the necessity for the  
adoption of a single salary schedule  
with a minimum good enough to at-  
tract outstanding teachers and with  
a maximum high enough to hold  
them.
6. Flyers to school boards and salary  
chairmen have been published peri-  
odically beginning January 30.
7. Since our list of tax deductions coin-  
cides with that published by the  
*NEA Journal* for February we refer  
you to page 87 of that magazine.

### Research

Mr. Rathjen has edited a splendid work  
“Statistical Data for Arizona School Dis-  
trices” that has been mailed out to be  
added to the excellent salary kits put out  
by Miss Rogers and her fine staff in  
August. Mr. Rathjen has also done val-  
uable research for every meeting and this  
is at the disposal of all local committees.  
We would like to recommend that the  
“Salary Schedules of Arizona Schools”  
continue to be put out in the late summer  
so that all of the material in it is the  
most recent figures.

The committee wishes to express its sin-  
cere thanks for the valuable help it has  
received from the AEA officers and staff.

## Teacher Placement Bureau

The Teacher Placement Bureau Com-  
mittee, charged by the 1956 Delegate As-  
sembly with studying the possibility of  
establishing such a service and with pub-  
licizing information in regard to it, pre-  
sents these findings:

Iris Mulvaney, Chairman

Blaine Booth Madeline Hubbard

Walter Davis Fred Miller

Mildred Giesecke

States which now maintain bureaus  
are: California, California (Southern  
Section), Colorado, Illinois, Indiana,  
Iowa, Michigan, Oregon and South Caro-  
lina with Virginia and Washington hav-  
ing listed services only. Dates for estab-

lishment of these bureaus range from 1920 to 1949. Kansas, Mississippi, and Wyoming have discontinued this service because other agencies now provide it. Diminished demand occasioned the closing of bureaus in three other states. In 1954 and 1955, Ohio and New Mexico considered opening placement offices, but surveys in these states indicated insufficient need.

The following summary reveals the wide variation existing among the bureaus listed above as to registrations, placements, costs, etc.

Number of registrations:	125 to 2869
Number of placements:	93 to 1141
Registration fees to members:	none to \$5.00
Registration fees to non-members:	\$1 to \$10 (six bureaus accept members only)
Placement fees to members:	\$10 to 3% of contract
Revenues:	\$1,115 to \$52,000
Cost of placing teacher	Only one bureau kept accounts in such a way as to be able to estimate this at \$15
Cost of operation	\$5,480 to \$35,000. Organizational and accounting procedures in several cases did not permit assignment of costs directly to placement service. (No report was received as to cost of the bureau which reported the top revenue.)
Percent of cost used for salaries:	65% to 83%
Size of staff:	1 part time to 5 full time
Self-supporting:	4 yes 4 could not determine exactly because of joint administration of services. 3 no

After studying the material available the members of The Teacher Placement Bureau Committee feel that some of the best reasons for establishing such a service are that the AEA could provide:

1. Service to
  - a) teachers within the state who wish to change positions
  - b) school districts, especially smaller ones

c) administrators and teachers who, for various reasons, may have to fill late vacancies or place late applications.

2. The opportunity to help maintain Arizona's present high standards of certification.
3. A favorable first contact with out-of-state teachers who make inquiries about teaching in Arizona (during the past year the AEA received 45 such requests; the previous year 61 were received).
4. A central location for information on
  - a) teacher supply and demand
  - b) openings and possible candidates

In contrast, some of the arguments against such action are:

1. The possible cost to the Association for the first three or four years. Most bureaus indicated that it was difficult to determine costs since the service was administered through existing personnel and facilities, but the majority agreed that the operation had to be subsidized for a time. One association estimated its costs at \$.04 per member per year.
2. Great responsibility would be placed on the director to screen applications and to resist pressure for assignment from undesirable applicants.
3. There is a possibility that services would be duplicated. (The committee feels that if the Delegate Assembly should direct the provision of this service, there should be consultation with representatives of the three colleges previous to the opening of the bureau.)

Conclusion: The committee wishes to recommend the establishment of a placement bureau because of the opportunity for service and because it will provide an avenue to help maintain certification standards.

# Teacher Education and Professional Standards

and its Sub Committees

Jean Hansen, Chairman

Ruth Foster	Emmett Sims
Dr. Wm. Podlich, Jr.	Roy Doyle
Dr. Dwight Shafer	John Friday
Dr. Virgil Gillenwater	Madeline Hubbard
Helena Skinner	W. Fred Miller
Forest Martin	

The AEA Commission on Teacher Education and Professional Standards developed its plan of action for the year 1956-57 in conjunction with the Advisory Committee to FTA and the Teacher Recruitment Committee. Since the objectives of the three groups are closely allied, it proved most effective to meet jointly at each of the four meetings, and to discuss as a single group the problems and proposals of each of the smaller groups. It is the feeling of the TEPS Chairman that such a working pattern was very effective, and that it eliminated duplication of effort for the headquarters staff.

## Areas of Study

The work of the combined groups was centered in the following areas:

1. Teacher Recruitment
2. Future Teachers of America
3. Certification
4. Class Load
5. The Five-year Program
6. Evaluation of Teaching
7. Regional Meetings of TEPS

The Teacher Recruitment and FTA Advisory Committees worked in their respective areas as listed under 1 and 2 above. The Commission itself was broken into four sub-committees, each of which worked in one of the next four areas.

The over-all plan was that the study this year should aim toward a statement of what the Commission and the Committees involved believed should be the policies of our organization, and to recommend these

policies for adoption by the 1957 Delegate Assembly. If these recommendations are adopted, then the 1957-58 TEPS Commission ought to be ready to move into a program of action.

## Needs for Statement of Policy

It was felt by the Commission that the need for a basic statement of policy in the areas mentioned, precluded detailed study on some other mandates of the 1956 Delegate Assembly. Further study in such areas as improving communications between state and local TEPS groups, improvement of the teacher education program, professional certificates, and limitation on temporary certificates should certainly be continued another year. Reports, recommendations and resolutions of the committees and sub-committees are as follows:

## Certification

Florence Reynolds, Chm.

W. Fred Miller

Gladys Loftin

Dr. J. Lawrence Walkup

*Improvement of general certification program:* In keeping with last year's directive of the Delegate Assembly—that the AEA TEPS Commission begin to assume responsibility for setting professional standards beyond those set as the state minimum—the sub-committee on Certification began its consideration of the need to strengthen our state certification program. Basic to the study of the sub-com-

mittee were three principles enunciated by the National TEPS Commission for programs of teacher education and professional standards:

That any such program include (1) a good background in general education and (2) thorough preparation in the teaching field and (3) adequate professional education.

### Program

In considering the Arizona program of teacher certification, the committee defined the following areas for further study:

- 1) *In the Secondary Certificate*: Consideration be given to increasing the requirements in the major and minor fields to insure greater competence in the area of specialization. It was the feeling of the committee that the present requirement (15 hours) is too limited, particularly for the career teacher who in some school systems may never teach in the major field.  
Consideration be given to the possible need to include one year's teaching between the pre-secondary and secondary certificates.
- 2) *In the Administrative-Supervisory Certificate*: Consideration be given to the inclusion of a requirement in the area of psychology, child development for the elementary level and adolescent psychology for the secondary level.
- 3) *In the Administrative Certificate*: Consideration be given to additional requirements in the areas of curriculum and instruction, both theory and practice.

### To Improve Standards

As pertinent to continued and effective effort to improve professional standards, the committee recommends:

*March, 1957*

- 1) That the next sub-committee on certification refer the above points of consideration to the Department of Classroom Teachers and the Department of Administrators for study.
- 2) That study of the improvement of the certification program be correlated with the work of the sub-committee on the five-year program.

*Certification of School Nurses*: According to the directive of the 1956 Delegate Assembly regarding certification of school nurses, a bill was prepared by the AEA Legislative Committee providing for certification of all professional school personnel. (House Bill 85 introduced by Mr. Vernon Hathcock.)

*Contact with the State Department of Public Instruction*: Providing continuity of contact on matters regarding state certification, the following members of the sub-committee on certification also served on the Advisory Commission on Teacher Education and Certification, to the State Board of Education: Virgil Gillenwater, W. Fred Miller, Florence Reynolds and Lois V. Rogers.

### New Director of Certification

In January the new Director of Certification, Mr. Otto Shill, was invited to join the AEA Sub-Committee on Certification; and the TEPS Commission, through the AEA Executive Secretary, expressed its sincere desire to continue close contact with the State Department of Public Instruction and to be of assistance in any of the areas relating to teacher education and professional standards.

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## Teacher-Pupil Ratio

Dr. Dwight Shafer, Chairman  
Emmett Sims  
John Friday

The research related to the number of pupils in a given classroom and the effect  
(Please Turn Page)

ficiency of learning is equivocal. There is no basis for saying a class of 25, 30, or 35 is optimum for successful teaching. The research department of the NEA, and the Department of the Classroom Teachers and Elementary Principals have made recommendations for teacher load. The Research Division of the NEA in 1950, recommended class size of 25-30 pupils. In 1955, the Department of Elementary Principals urged classes be limited to 25 pupils for both elementary and secondary. In 1956 the Department of Classroom Teachers asked for a teacher-pupil ratio of 1-25 with a maximum of 30 pupils per class and, in addition, clerical help and time provided for lesson planning and pupil counseling.

#### **Study of Practices**

A limited study of the practices in the State of Arizona revealed an average of 30 pupils per teacher in the elementary schools. Administrators have been successful in holding maximum pupil load close to 30. In the high schools, maximum load is well below 30 pupils except in the subject areas of English and Social Studies and Physical Education. Teacher-pupil ratio is an unrealistic index for determining teacher load and ought not to be used. On the basis of the Committee's work the following resolution is submitted to the Resolution's Committee:

#### **Resolution**

Resolved: That the A.E.A. recommend a maximum teacher-pupil load of 25 pupils in the primary grades and a maximum of 30 pupils per class in all other grades through high school.



They all need personal encouragement

## **Fifth-Year Program**

Dr. Virgil W. Gillenwater, Chairman  
Helena Skinner  
Forest Martin

Whereas, the TEPS subcommittee on the fifth-year program considered the problem of a five-year program of teacher preparation in the State of Arizona, and wishes to submit the following resolution to the members of the TEPS Commission for its consideration.

Resolved that:

At a future date (to be determined by the State Board of Education) all teachers in the State of Arizona shall complete five years of teacher preparation prior to the receipt of a certificate not of a provisional nature. The following points are to be considered as appropriate to the resolution:

1. A suitable period of time should elapse between the adoption of such a proposal by the State Board of Education and the time when certification laws would be effective.
2. The fifth-year program and structure should be flexible in order to meet individual needs.
3. The fifth-year program should provide for emphasis on continued growth in the individual's teaching area, continued study of fundamental problems in education, and the exploration of new fields.
4. The fifth-year program, as conceived here, precludes the idea of it being a program leading to administrative preparation or to work not identified by the initial certificate.
5. The amount of time between the issuance of the initial certificate (based on a 4 year program) and qualifying for the certificate based on a fifth-year program should not be less than the presently prescrib-

ed 4 years between the pre-secondary and secondary certificate requirements. This time, in both cases, might be extended to a five or six year period.

6. A planned fifth year program should, in most cases, follow at least two years of teaching experience. This would not preclude work beginning on a fifth year prior to teaching, but that experience precede at least the latter half of the program.
7. Institutional responsibility for planning fifth-year teacher education programs should be considered as extremely important and no effort should be spared in making this program appropriate both to the individual's and to the State's educational needs.

The subcommittee recommends the adoption of the above resolution.

## Recruitment

Mary E. Ryan, Chairman  
Henrietta Peper  
Inez Johnson

In getting organized the Teacher Recruitment Committee of the AEA considered long-range plans for setting up policies for recruitment, gathering and making available materials, and planning ways of participating in proposed regional TEPS meetings in Arizona.

### Brochures Published

With the approval of the TEPS Commission it was decided to begin with publication this year of 10,000 brochures designed to encourage recruitment of new teachers and of people prepared to teach but not presently in the field. One brochure entitled, "C'mon In" was written to point out the advantages and rewards of the profession to prospective teachers.

March, 1957

A second, "Let's Talk Shop" is for teachers in service. It encourages them to develop an attitude of pride in their work which will inspire young people to become teachers. The third, "We're Bursting at the Seams" is designed to show community leaders the growing need for their cooperation in encouraging the recruitment of capable young people to serve in their schools.

### Career Week

In order to enlist statewide cooperation in the distribution of these materials the committee requested that the week of March 11-16 be designated as "Teacher Career Week". With the cooperation of the AEA Staff, letters and a list of suggested activities will be sent to local association presidents and administrators asking them to use the press and radio to give this week wide publicity. They will be requested to make the brochure "Let's Talk Shop" available to all their teachers, and urged to ask each high school teacher to present "C'Mon In" to a student whom he would like to sponsor as a promising future teacher. It will be suggested that key people on their faculties be asked to present "We're Bursting at the Seams" with a personal appeal for help to their fellow members in local organizations such as Kiwanis, B & PW, AAUW, etc., to interest the entire community in recruitment.

The committee hopes that a successful "Teacher Career Week" will lead many interested future teachers as well as teachers in service to attend the Phoenix meeting with Dr. Stinnett of the NEA TEPS Commission on March 16.

Recommendations for future work by the Teacher Recruitment Committee are as follows:

1. The writing of a handbook on tips for new teachers to help make their first

*(Please Turn Page)*

year easier, and a second year desirable.

2. The making of a current bibliography of recruitment materials to be kept on file in the AEA office.
3. The encouragement of continued statewide cooperation by:
  - a. urging each local association to have a standing committee for teacher recruitment and
  - b. making "Teacher Career Week" an annual event.

## Evaluation

Dr. Wm. Podlich, Chairman  
Madeline Hubbard  
Roy Doyle

The Evaluation Sub-Committee of the AEA TEPS Commission considered the following items of fact and opinion when it proposed the accompanying resolution on Merit Rating:

1. *Merit rating*, defined as a means of rating a teacher for the purpose of determining salary, promotion or reward, is distinguished from *evaluation*, defined as a continuous process by which individuals or groups cooperatively survey facts, make choices and come to decisions in planning for the improvement of instruction.
2. Many school boards are under pressure to adopt salary schedules based on systems of merit rating.
3. In many of the places where merit rating has been tried it has been discontinued because of lack of objective measures of service, opposition of teachers, and unfavorable effects upon teacher morale.
4. In most of the places where merit rating has persisted and been accepted, it has provided sizeable rewards for teachers identified as superior above an established salary

schedule providing compensation at a professional level for competent teachers and is considered to offer a stimulus to better service.

5. Merit rating cannot be expected to achieve the purposes of selective employment of candidates for teaching positions or of the identification of probationary teachers worthy of retention, or of the dismissal of incompetent teachers with tenure, or of evaluation, or of inservice education of teachers.
6. The 1956 Representative Assembly of the National Education Association:

"The National Education Association after a considered review of the large volume of available evidence, reaffirms its stand in opposition to current merit rating or incentive schemes as they relate to salary scheduling. The National Education Association believes in continuing research in determining objective criteria for salary scheduling, but it maintains that the experience to date has shown conclusively that basing salaries on merit rating destroys professional relations, creates professional strife, and impedes the cooperative improvement of education by teachers and administrators."

7. The Department of Classroom Teachers at its Portland Convention in 1956 adopted the following resolutions:

## Evaluation

"The Department believes that it is a major responsibility of the teaching profession, as in any other profession, to evaluate the quality of its services continually. The Department believes, however, that such evaluation will be

effective only when done as a cooperative endeavor by all concerned. The Department further believes that this evaluation must be based upon all educational factors, including type of community, building facilities, and administrative practices, as well as classroom procedures."

#### Merit Rating

"The Department, after a considered review of the large volume of available evidence, reaffirms its stand in opposition to current merit rating or incentive schemes as they relate to salary scheduling. The Department believes in continuing research in determining objective criteria for salary scheduling, but it maintains that experience to date has shown conclusively that basing salaries on merit rating destroys professional relations, creates professional strife, and impedes the cooperative improvement of education by teachers and administrators."

8. The members of the 1956 (Parkland Conference) National Commission on Teacher Education and Professional Standards of the National Education Association of the United States identified the following as a goal relating to personnel policies for permanent members of the profession: "Fostering of additional research and experiments to find practical and constructive ways to recognize and reward superior teachers."
9. A time honored, and generally superior service is through a raise in salary.
10. Most of the school districts of Arizona have not yet established an

adequate basic salary schedule for the compensation of competent teachers, and therefore are not yet ready to attempt to reward superior services monetarily.

#### Proposed Resolution Concerning Evaluation of Teachers

*Resolved:* That the Arizona Education Association Commission on Teacher Education and Professional Standards and each local Committee on Teacher Education and Professional Standards recognize the need to study the professional soundness and the problems involved in basing professional advancement on evaluation of the teacher in addition to other factors such as professional preparation and experience, and be it further

*Resolved:* That each of the local TEPS Committees be hereby requested to inform the sub-committee of the AEA Commission on TEPS of any such study; and be it further

*Resolved:* That the sub-committee of the AEA Commission on TEPS hereby be instructed to compile the information by the local TEPS Committees and report it to the next Delegate Assembly of the AEA; and be it further

*Resolved:* That the sub-committee of the A.E.A. Commission on TEPS hereby be charged with the responsibility of evaluating the effectiveness of such plans attempted by any school district in the state; and be it further

*Resolved:* That school districts interested in such a plan be advised to consider it ONLY after they have established 1. an adequate basic salary schedule developed cooperatively by school personnel, 2. an effective screening procedure for selecting the best qualified personnel to fill vacancies, 3. adequate supervisory services, 4. effective procedure for the selective re-

*(Please Turn Page)*

tention of competent probationary teachers, 5. a continuous program of evaluation, 6. a well-designed and professional directed program of in-service education for the teachers of the district, and 7. an effective and long range orientation program involving the WHOLE staff in the study of the purposes and methods of the plan of evaluation of the teacher.

## Advisory to FTA

Peyton Reavis, Chairman  
C. A. Carson  
Marjorie Poquette  
E. C. Slosser  
Dr. Chester Davis  
Eula Bates  
James Stephenson  
Lois V. Rogers

### Committee Activities

1. Drafting a proposed Constitution for the Arizona Association of Future Teachers of America Clubs to be considered at the spring FTA Convention.
2. Advising the college chapters concerning organizing the Arizona Student Education Association.
3. Drafting resolutions submitted to the TEPS Commission to be presented to the AEA Delegate Assembly.

### Resolutions

Be it resolved that all local classroom teacher organizations and local education associations actively sponsor Future Teacher Clubs in high schools and junior high schools. This sponsorship should include finding interested and active local sponsors, promoting worthwhile activities for local clubs, organizing clubs in every school in the state, and taking the initiative in recruiting potential teachers; and be it further

Resolved that FTA Clubs elect a state sponsor to help stimulate club activities, develop interest among potential teachers, and to assist in organizing new clubs.

Travel, mailing and similar expenses of the state sponsor as approved by the AEA should be paid from AEA Funds; and be it further

Resolved that a state association of high school and junior high school clubs be organized; and be it further

Resolved that the TEPS Commission and the FTA Advisory Sub-Committee promote a "Certificate of Service" for members of Future Teachers Clubs in high schools and junior high schools. Basis for awarding the certificate will be as determined by local clubs.

### Highlight of Year

Probably the highlight of TEPS activities for this year will be the two regional meetings with Dr. Tim Stinnett, Executive Secretary of the National Commission on TEPS. The nature of Dr. Stinnett's work means that he is vitally concerned with problems of increasing importance to teachers such as personnel policies and evaluation, and also with the growth of the teaching group into a truly professional status.

On Friday, March 15, Dr. Stinnett will talk at a dinner meeting in the new Catalina High School in Tucson. Saturday noon, March 16, he will talk to Salt River Valley teachers at a luncheon meeting in Tempe.

Those who are still a bit in the dark about TEPS and its objectives and activities, as well as those who are concerned with our growth as a profession, will, we hope, make every effort to attend one of these meetings.

### Appreciation

To a group of professionally minded people who were more than ready to tackle the problems outlined above and who were willing to spend a good many hours in study and discussion, the Chairman wishes to say "Thank you, Teacher Recruitment Committee, F.T.A. Advisory Committee, and TEPS Commission."

# RESOLUTIONS

## Membership

*Resolution: Be it resolved that the use of a printed folder for submitting AEA-NEA membership cards be discontinued. Be it further resolved that the use of the type of Decalomania transfer membership insignia (windshield sticker) issued for the year 1954-1955 be reinstated.*

*Effect of Passage: (In your opinion) Dr. Lester Buford, immediate past president of NEA, exhorted all members to be "proud to teach." If we are "proud to teach" we should be proud to tell the world we belong to the greatest educational organization in the world. We are glad to affix insignia attesting membership in fraternal and other organizations to our cars. Why shouldn't we be even more anxious to acknowledge affiliation with our professional organization.*

*Effect of Non-Passage: (In your Opinion) Continued use of printed folders for submitting AEA-NEA membership cards to members is unnecessary expense. Failure to reinstate use of the decals is to pass up a wonderful opportunity for public relations.*

*Resolution Submitted by: Leola Houghton, Tucson Education Association*

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*Resolution: 1. Be it resolved that each member of the Association have an individual vote for each of the elective officers of the Association. 2. Be it resolved that Article VIII—Sections 1 through 5 of the*

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*These resolutions are being printed just as they were sent in by the makers. There has been no attempt to edit any of them.*

*March, 1957*

*Arizona Education Association Constitution be amended.*

*Effect of Passage: (In your opinion) It would stimulate interest in the Association and provide a more democratic method of election.*

*If resolution No. 1 is passed this resolution would provide the method of setting the plan into operation.*

*Effect of Non-Passage: (In your opinion) it would permit continued criticism of the Association in regard to lack of direct individual participation.*

*A special committee would probably have to be appointed to prepare a similar amendment.*

*Resolution Submitted By: William P. Garrity, Loma Linda Education Association.*

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## Certificates

*Resolution: Be it resolved: That study be continued and expanded concerning the possibility of adopting an appropriate Professional Credential which could be properly issued by the Arizona Education Association or its delegated representative. Further be it recommended that a subcommittee of the TEPS Commission be chosen for this specific study, that a survey or surveys of member opinion be made, and that a preliminary report with detailed recommendations be made available for member and delegate study prior to the 1958 Delegate Assembly.*

*Effect of Passage: (In your opinion) 1. Continue the study proposed last year. 2. Cause the AEA to grow in authority*

*(Please Turn Page)*

and importance among non-educator groups; thus to aid our efforts in the field of public relations. 3. Improve membership morale and esprit de corps by becoming an appropriate visual link between the AEA and each professionally qualified teacher. 4. Foster development of professional obligation and professional responsibility on the part of every one within the teaching profession.

**Effect of Non-Passage: (In your Opinion)**  
1. Drop the matter, for the present. 2. Perhaps allow the State Dept. or other agency to perform such a function for us. 3. Leaves the door wide open to allow merit rating or similar devices.

**Resolution Submitted By: Walter C. Kish**  
*Glendale High School CTA*

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**Resolution: Be it resolved: That the State Dept. of Public Instruction and the State Board of Education be requested to issue a "dressed-up" display type of certificate for all regular certificate classifications. Further be it recommended that the present type of certificate be continued with the word Duplicate stamped prominently across the face of such certificate.**

**Effect of Passage: (In your opinion)** 1. Each teacher would receive an artistically designed display certificate plus a duplicate certificate for filing purposes. 2. Cause more certificates to be publicly displayed. 3. Improve teacher morale generally. 4. Help our public relations efforts, especially among lay groups.

**Effect of Non-Passage: (In your opinion)**  
1. Continue as we are

**Resolution Submitted By: Paul W. Maher**  
*Glendale High Schools CTA*

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#### **Conventions**

**Resolution: That our State Convention be improved by having the workshop type of meetings on Friday afternoon in lieu of, or along with the Allied Meetings.**

*We realize that the Allied Meetings have been continued at convention time because, for many people, this is the handiest time to get together. However, many teachers feel we need another choice of meeting and we recommend workshops in all the major areas of instruction for both elementary and high school.*

*These workshops should include demonstrations, visiting consultants and discussion groups led by competent specialists in our own state.*

**Effect of Passage: (In your opinion)** This will make conventions more meaningful and eventful. It would provide concrete help early in the year when it can help most for the teacher with problems. It would also provide in-service training for all teachers in the field.

**Effect of Non-Passage: (In your opinion)** Attendance at Conventions will fall off because of discontent and our State Convention will be replaced by Regionals!

**Resolution Submitted By: Aura Mae Savage**  
*Crane Education Association.*

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#### **Mental Health**

**Resolution: Resolved, that the Arizona Education Association appoint a Mental Health Committee to study mental health problems as they relate to the schools, and that they start by considering ways that the AEA might encourage the establishment of school mental health services either by counties or by school districts.**

**Effect of Passage: (In your opinion)** Give educators more influence in matters pertaining to mental health, especially in the schools.

Enable teachers as a group to cooperate with lay groups on mental health problems, which are beginning to be recognized as a major concern of our society. Give teachers a study group to determine the best ways of encouraging interest in

school mental health problems and of putting into effect preventative and remedial measures for school children.

**Effect of Non-Passage:** (In your opinion) Would allow lay groups to arrive at the conclusion that teachers are not interested in mental health, whereas teachers are among the most concerned and hold a vital preventative position in the community.

Leaves vital school mental health problems, such as the certification of school psychologists, to be determined or influenced by other groups which have only clinical or medical background, without educational background.

**Resolution Submitted By:** *Joyce H. Crawford, Northern Arizona Teachers' Institute, Mental Health discussion group.*

#### **Higher Education**

**Resolution:** *The Arizona Education Association reaffirms the policies of the National Commission on Teacher Education and Professional Standards concerning Salaries, Teacher Load and Professional Working Conditions and believes these policies should be adhered to by the governing boards of elementary, secondary and tertiary educational institutions in Arizona.*

**Effect of Passage:** (In your opinion) The passage of this resolution would be to serve notice on the administration and governing boards of all educational institutions in this state that the AEA is interested not only in the welfare of the elementary and secondary school teachers but also of the professional faculties of the higher educational systems.

Sufficient copies of "Statements of Policy" should be available for all delegates.

**Effect of Non-Passage:** (In your opinion) This would indicate that the AEA is not

interested in the welfare of the faculties of the higher educational systems.

**Resolution Submitted By:** *Dr. R. Craig Rover, College of Education, ASC, Tempe.*

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#### **Merit Rating**

**Resolution:** *Resolve that the AEA Delegates go on record as opposing any form of merit rating that would have, or might have a discriminatory effect on the salaries of teachers.*

**Effect of Passage:** 1. Will help to strengthen the stand taken by the representatives of the Department of Classroom Teachers who met in Washington in November. 2. Will discourage Arizona Schools from adopting such practices.

**Effect of Non-Passage:** (In your opinion) Arizona Schools might be more inclined to adopt some system of merit rating which would greatly reduce the efficiency of our present school system.

**Resolution Submitted By:** *Ethel Futrell Flowing Wells Education Ass'n.*

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#### **NEA Dues**

**Resolution:** *That the National Education Association dues be \$10 per year effective September, 1957.*

(Approved by Cottonwood Education Association in regular meeting)

**Effect of Passage:** (In your opinion) Will enable NEA to initiate and expand additional service in the field of education. Will enable the Association to maintain an aggressive position on a nation wide basis.

**Effect of Non-Passage:** (In your opinion) Would stifle and hinder growth of the necessary development of the Association.

**Resolution Submitted By:** *Henry Howe, Cottonwood Education Association.*

### **Teacher Placement Bureau**

*Resolution: The study committee for the teacher placement bureau requests that the Executive Committee please consider co-sponsoring the following resolution to the Delegate Assembly. Be it resolved that the Arizona Education Association establish a teacher placement bureau.*

**Resolution Submitted By: Iris Mulvaney,  
Teacher Placement Bureau Study Committee**

(Note: The Executive Committee at its Feb. 9 meeting voted to co-sponsor this resolution.)

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### **Educational Legislation**

*Resolution: Be it resolved: That the AEA Executive Committee be directed to revise the AEA budget, however necessary, to provide funds to hire an advertising counselor to direct and promote a campaign to inform the people of Arizona of legislation necessary to correct the major problems facing their schools.*

**Effect of Passage:** (In your opinion) 1. The justifiable expenditure of a large percentage of the money of the membership in a concentrated effort on behalf of the membership. 2. The successful enactment of legislation sponsored by the Arizona Education Association on behalf of the children of Arizona. 3. Quick attainment of legislation favorable to education.

**Effect of Non-Passage:** (In your opinion) 1. Continued expenditure of the money of the membership in an effort by the AEA to operate without the aid of the public to convince the legislature of the soundness of favorable educational legislation.

### **REASONS FOR THIS RESOLUTION**

1. Money now spent in attempting to inform the membership of the activities of the AEA can better be used to inform

the public of the plight of public education. As the public is informed, so will the membership know what their association is doing. And as the public is informed and prompted to action, favorable educational legislation can be enacted.

2. This resolution calls for an unprecedented amount of funds to be used in an advertising program to acquaint the public with the problems confronting the educators of the children of this same public. The reason for such a strong demand is clear. Obviously, the public is in need of much more information concerning the dilemma of education than it is now receiving. We have a big job to do, it will require tremendous effort. A little is not enough.
3. The AEA has no greater purpose than to further the development of the educational program in the public schools of Arizona.
4. There is no better way to improve the educational program than to gain adequate legislation for public education.
5. There is no better way to influence the legislature than through the public which elected that legislative body.
6. The AEA policy of attempting to obtain favorable legislation for education by dealing with the legislature thru interest groups and civic leaders will be strengthened and aided by the addition of public support in their work.

### **Conclusion**

It is believed that the same public which elected the legislative body can, when informed and aroused, obtain more favorable legislation, more quickly, than can the AEA working without public support.

**Resolution Submitted By: Clark P. Shelby, Alhambra School District No. 68.**

## Report to the Membership

(from page 29)

considered all phases of the professional program.

**Public Relations:** This is an area which can be measured only by the total result. As we assess the past year we find that some 12,000 column inches of space have been given by newspapers to tell the story of education in Arizona. Most of this has been favorable. In addition, the Arizona School Board Association and the Arizona Congress of Parents and Teachers have lent support to the legislative program of the AEA. During the Annual Convention, the publicity given and the cooperation provided by the newspapers,

radio and television stations was unlimited. Under the auspices of the salary committee, the AEA has provided school board members with facts to assist them in considering salary adjustments for teachers and administrators. It is our opinion that these efforts have borne fruit. The \$4,000 minimum salary for teachers with an AB degree is no longer a dream and many districts have reached the upper \$6,000 or lower \$7,000 bracket for maximum salaries.

These are only highlights of a program which could not be fully explained in a report of this size. At the time of the Delegate Assembly, the Executive Secretary hopes to present a far more detailed study of the AEA program.

## Hour of Remembrance

*Let us pause a moment in tribute to those who are no longer with us. Their work lives on in the lives of those they served. For their inspiration, their high courage and their devotion to duty we shall ever be grateful.*

### ACTIVE TEACHERS DECEASED

Name	County	Date of Death
Harriet L. Abercrombie	Greenlee	5-27-56
Mary I. Barnett	Maricopa	4-23-56
Wilmoth Blair	Graham	12-13-56
Henry A. Champion	Maricopa	5-10-56
Edith Chapman	Maricopa	1-18-57
Doris R. Grimm	Pima	1-5-57
David M. Hand	Pima	11-26-56
W. C. Hines	Greenlee	11-30-56
Lois Johnson	Cochise	5-1-56
Con Y. Langenegger	Maricopa	4-4-56
Ricardo Manzo	Pima	7-7-56
Fern E. Maurer	Yuma	12-17-56
Dorothy Potter	Yuma	1-57
Ruth Reeves	Pinal	12-24-56
Eva Richerson	Pima	3-7-56
Evelyn Weaver	Maricopa	9-24-56
Thomas R. Weitzel	Coconino	8-29-56

### DECEASED TEACHERS —

#### RETIRIED AFTER JULY 1, 1943

Effie Burke	Pinal	11-27-56
Nona Hellerstedt	Pima	6-13-56
Ulrich L. Mackey	Maricopa	12-21-56
Clyde Myers	Maricopa	2-57
Lilliam Pugh	Yavapai	4-5-56
Katrine Stoelzing	Gila	9-11-56
J. Angie Thomas	Pima	5-22-56

### DECEASED TEACHERS — RETIRIED PRIOR TO JULY 1, 1943

Carrie L. Barber	Cochise	7-24-56
C. Louise Boehringer	Maricopa	9-13-56
Orson Greer	Graham	3-15-56
Daniel Jantzen	Maricopa	7-7-56
Hettie Skidmore	Navajo	3-26-56
Elizabeth Wilson	Pima	10-20-56

## A Letter Concerning A Proposed

# Amendment to AEA Constitution

Miss Lois Rogers  
Arizona Education Association  
3636 N. 15th Ave.  
Phoenix, Arizona

Dear Miss Rogers:

Mr Garrity is attending a convention in Atlantic City, New Jersey. However, before he left he instructed me to send you this information regarding the amendment to Article VIII, Sections 1 through 5.

The Arizona Education Association is presently subjected to criticism by the individual members because it is intangible to them. The purpose of this amendment is to give each member the right to vote for the person of his choice in the selection of Association officers.

At the present time our vote is expressed through the medium of a delegate who may be representing as few as 11 or as many as 30 members. Due to restrictions imposed by the Constitution there are some members of the Association who are not permitted even this indirect vote because they are unable to organize themselves in units of eleven or more.

A vote by every member would not only stimulate interest in the Association but would provide a more democratic method of election.

It is estimated that this amendment will not cost more than about 1/2 of 1% of the Arizona Education Association budget, which seems very reasonable compared to the good will that will result from permitting each member to use his franchise in the selection of officers of the Association.

Sincerely,  
*Oliver H. Bovee*  
Assistant Principal  
Loma Linda School

### **BE IT RESOLVED THAT ARTICLE VIII—SECTIONS 1 THROUGH 5 OF THE ARIZONA EDUCATION ASSOCIATION CONSTITUTION BE AMENDED.**

The purpose of this amendment is to give each member the right to vote for the person of his choice in the selection of Association officers.

At the present time our vote is expressed through the medium of a delegate

who may be representing as few as 11 or as many as 30 members. Due to restrictions imposed by the Constitution there are some members of the Association who are not permitted even this indirect vote because they are unable to organize themselves in units of eleven or more.

A vote by every member would not only stimulate interest in the Association but would provide a more democratic method of election.

*(Turn to Page 48)*  
*Arizona Teacher*

# Parliamentary Procedures

While the committee believes that *Robert's Rules of Order* is difficult to read and involves a heavy leaning on strategy to accomplish parliamentary ends, a specific replacement for *Robert's Rules of*

James L. Sanders, Chairman  
Edward Marcus  
William P. Garrity  
Dr. Robert J. Hannelly

*Order* has not yet been agreed upon. Further study will be necessary to find a more suitable parliamentary authority for the Arizona Education Association.

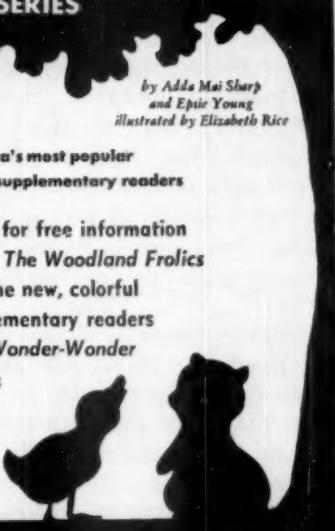
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## The Deaf and the Blind

(From Page 13)

writer which is much like a regular typewriter. Later the student learns to use a slate and a stylus which is much handier to carry around. All the textbooks from the first grade through the high school are in Braille. This requires an expensive inventory, since each Braille text may cost from twenty to thirty dollars. An algebra or biology text may cost from thirty to forty dollars. All students take typing which enables them to write their own themes and to correspond with sighted persons. A large reference and recreational library of over eight hundred books in Braille is maintained. The regular course of study in the public schools is followed. Graduates from our high school may enter the university or state colleges like any other high school graduate, and many of them do.

## "Large Type" Text Books

Children who have sufficient vision and whose vision is not expected to worsen will use "large type" text books. These books contain the same material as the Braille texts but because of the type size they are quite large. Hence in the same class, one may find some students reading Braille and others reading "large type". The large type texts are quite expensive, ranging from eight dollars to thirty or forty dollars per copy. Here again, classes are small, averaging about eight or nine, so that more individual attention can be given each student.

Vocational classes are provided for junior and high school students. Home economics, woodworking, arts and crafts, piano tuning, and typing are among the courses offered. Most students take music. Lessons are offered in piano and various instruments. A very active chorus provides many programs locally and around the state. A dance combo and trio are on a

local radio station for one-half hour on Saturday morning at present. A number of graduates are making their living in the field of music. "Cane travel" is taught high school students so they may travel independently. Juniors and seniors may take courses in local high school, and travel to and from high school and around town without assistance.

#### Same Activities

In most respects, the Arizona State School for the Deaf and the Blind functions exactly like a public school with all the same activities. It has a fine physical plant and equipment. There are two classroom buildings, a vocational building, five living halls, a central dining room and kitchen, a gymnasium and athletic field, infirmary and other lesser buildings. It is operated as a residential school. A far better classification system, school program, and social development program plus trained supervision can be provided by bringing the deaf and blind children from the different parts of the state together in one location. Approximately one hundred fifty are enrolled in the department for the deaf and seventy-five in the department for the blind or two hundred twenty-five in all. This enrolment is served by a staff of 86, including the principal and 30 teachers.

#### Same Calendar

The same school calendar is followed as in the public schools. Many students go home regularly or frequently on weekends and at all vacations. The school arranges for scouting groups from Brownies to Senior Girl Scouts and from Cubs to Explorer Scouts. It sends representatives to the City High School Junior Red Cross Council and to the state convention of Student Councils as well as to the Arizona Interscholastic Association. Our teams enter regular high school competition in basketball, volleyball, track and wrest-

(Turn to Page 51)

March, 1957



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and recommendations  
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For further information write:

Dr. John S. Haitema  
Director of Education  
Department of Education  
Agana, Guam, M. I.

### Amendment

(From Page 44)

## ARTICLE VIII

### Nomination and Election of Officers

Section 1. The primary election of officers provided for in this constitution shall be held annually not later than the third Wednesday in January.

Section 2. The general election of the officers provided for in this constitution shall be held annually not later than the third Wednesday of February.

Section 3. Nominations for the primary ballot shall be made by a nominating committee or by petition. The nominating committee, here-in-after provided for, will report at least two nominees for each office, provided sufficient petitions have not been received by the Election Committee to enter two nominees for each office on the ballot. Nominees received by petition must be supported by signatures of at least 50 members of the Association. Nominations and petitions must be received by the Election Committee not later than the 2nd Wednesday in December.

Section 4. The two candidates for each office receiving the highest number of the votes cast in the primary election will be placed on the ballot for the general election.

Section 5. All officers shall be elected by ballot. The Election Committee shall cause the primary ballot to be printed and mailed to each member of the Association at his last known address. A picture and a biographical history of the qualifications of each candidate shall be included with the ballot. Ballots must be completed and returned to the office of the Executive Secretary not later than the third Wednesday in January.

Section 6. The Canvassing Committee here-in-after provided for shall convene on the first Saturday following the 3rd Wednesday of January to tabulate and certify the results of the primary election.

to the Election Committee. The Election Committee shall cause a ballot to be printed for the general election listing the names of the two candidates who received most votes for each office. This ballot will then be distributed and collected in the same manner as directed for the primary ballot in Section 5. Ballots must be received by the Executive Secretary not later than the third Wednesday in February.

Section 7. The Canvassing Committee shall reconvene on the first Saturday following the third Wednesday in February to tabulate and certify the results of the general election to the Election Committee. The Executive Secretary shall be directed by the Election Committee to record and publish the results of the election.

Section 8. The nominee receiving the highest number of votes cast for the respective office in the general election shall be declared elected. In the event that two candidates for any office receive the same number of votes, the election shall be determined by secret ballot by the Delegate Assembly.

Section 9. The nominating committee shall be appointed by the President of the Association and shall consist of 7 members who are not members of the Executive Committee: 3 of which are elementary school teachers, 2 of which are secondary school teachers, 1 of which is a school administrator, and 1 of which is a faculty member of any public institution that offers curricula above the secondary level.

Section 10. The Canvassing Committee shall be appointed by the President of the Association and shall consist of 5 members who are not members of the Executive Committee.

Section 11. Membership in the Association shall constitute eligibility to vote subject to restrictions in Article II, Sections 1, 2, and 3.

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Consultant, Topeka, Kansas  
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(Films mentioned are recently-released 16 mm, black-and-white, unless color is stated, and may be secured from your regular rental service or from listed producer.)

*"How Plants Help Us"* (12 min., Young America Films, 18 E. 41st St., New York 17) pictures and explains a child's-eye view of the human dependence on green plants. Its comprehensive scope satisfies scientists. *"How Animals Help Us"* is a companion film by the same producers.

*"Irrigation"* (15 min. YAF) shows that man's ingenuity has brought water to help plants grow, and that modern inventions

have added side-products of water control and electric power.

*"How Weather Helps Us"* (11 min., color also, Coronet Films, Coronet Building, Chicago 1) gives a look at a year's changing skies, identifying kinds of clouds which signify expected change of weather.

*"The Weather Station"* (12 min., YAF) carries on beginning ideas through a visit to a weather forecaster at his station. *"Measuring Temperature"* and *"What Makes Rain"* are related YAF films.

*"Our Post Office"* (11 min., color also, Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.) goes beyond the office to truck, train, plane, and helicopter, and all the service between, in the most modern of methods.

*"A Boy of the Netherlands"* (11 min., color also, Coronet) recently filmed in Europe, goes with a Dutch farm boy by canal barge to Amsterdam.

Two new films for upper elementary and high school classes deal with areas of increasing importance to our country: *"Indonesia, the Land and the People"* is produced by Coronet (12 min.), color also.

*"The Open Window"* (18 min., color, International Film Bureau, 57 E. Jackson Blvd., Chicago, 4) produced by British Information Service. Eleven famous museums permitted photography of 59 great works of art from the 15th through the 19th centuries.

*"Painting Crowds of People"* (11 min., color, Encyclopaedia Britannica Films), shows students from junior high age and older, ways to interpret impressions of people to give scale and action to landscape.

*"Paper in the Round"* (12 min., Young America Films) opens eyes to the third dimension in using flat planes of paper.

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## The Deaf and the Blind

(From Page 47)

ling. A school paper is published which recounts not only the school's activities but social activities such as parties and dances.

Each student has an opportunity to compete on athletic teams, to be a leader in school, to head a school organization, and to be a part of an activity.

### Enrolment Requirements

The question is often asked "What are the enrolment requirements and costs of attending the Arizona State School for the Deaf and the Blind?" Children of school age who are mentally normal but have impaired hearing or vision to such an extent that they cannot secure a satisfactory education in the public school may attend. There are no charges for residents of the state since it is a state supported public school devoted to special education.

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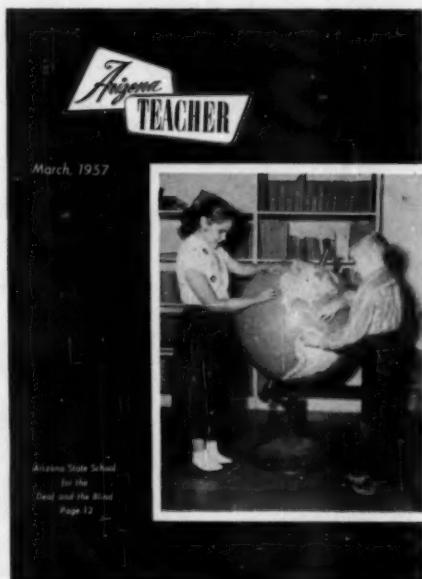
### Among Our Neighbors

(from page 7)

pressure. They, like others, have their usual assortment of maladjustments which they may project upon their classes."

Teachers have known *how* to teach well a long time. Our chief problems today are (1) lack of time, resources, and energy and therefore (2) inability to approach individual differences in too many and too large classes. No philosophy or method will succeed under such conditions.

### Our Cover Picture



We are indebted to Mr. E. W. Tillinghast, superintendent of the Arizona State School for the Deaf and the Blind, for our cover picture and the one used on page 12. Both were taken in actual teaching situations and illustrate the statement in Mr. Tillinghast's article "the objectives are the same only the methods are different."

*Arizona Teacher*

### We Still Stand Tall

*(From Page 11)*

**Policies?** This group is preparing a code of policies pertaining to all personnel procedures, which will serve as a guide to boards of education and teachers. Such a code should help in implementing our own Code of Professional Ethics.

A review, such as this, would be incomplete without a reference to the quiet, unpublicized work of the Defense Commission. They have done their work without fan-fare, but most efficiently, as has the Legislative Committee. Again it is impossible to predict the success of the efforts of these groups. Only time will provide the answers.

There have been other accomplishments of our Association, and only because of the limitations of time and space have I omitted any reference to them. It has been an wonderful experience for me to have served as your president this year. Much remains to be done. I only wish I could have done more, but with God as my helper, I have done my best. Thank you for giving me the oportunity to serve you.

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